CHAPTER II

LITERATURE REVIEW

This chapter presents review of related literatures, previous studies and conceptual framework.

A. Theoretical Review

1. Nature of Vocabulary

Vocabulary encompasses the entirety of words within a language, comprising individual terms, phrases, and word groups that carry specific meanings. It serves as a fundamental component in the acquisition of English language skills. Soedjito (2009: 24) provides the following definitions for vocabulary:

1. The entirety of words present in a language.

2. The collection of words possessed by a speaker or writer.

3. Words utilized within a particular scientific domain.

4. A compilation of words arranged in a dictionary format, accompanied by concise and practical explanations.

According to Alqahtani (2015), the acquisition of a sufficient vocabulary is crucial for achieving success in mastering a foreign language. Without an adequate vocabulary, language learners will face difficulties in utilizing the learned structures and functions to effectively communicate their thoughts and ideas. Vocabulary mastery plays a crucial role in the acquisition of the four language

skills. It is essential to recognize that vocabulary mastery is an integral and indispensable component of language learning (Susanto, 2017).

Wilkins, as cited in Zilles (2015), expressed that grammar alone does not provide us with much to communicate, whereas without vocabulary, we have nothing to say. For students aiming to speak English proficiently, especially in daily conversations, a strong command of vocabulary becomes crucial. Developing vocabulary is an integral aspect of language learning. Without a solid foundation in vocabulary, students cannot effectively grasp grammar concepts. Hence, it is essential for students to engage in effective vocabulary practice at the initial stages of their learning journey. As students progress and continue to learn, their language skills expand, enabling them to comprehend the world around them and communicate effectively in society.

The acquisition of vocabulary holds significant importance for the proficient utilization of a second language, playing a crucial role in both oral and written communication. In the context of English as a foreign language (EFL) and English as a second language learning, vocabulary plays a vital role in developing all language skills, including listening, speaking, reading, and writing.

2. Types of Vocabulary

According to Harmer (2007), there are two types of vocabulary:

a. Active Vocabulary (Productive Vocabulary)

Productive vocabulary is words that students understand and use

to write or speak. Such well-known and frequently used words.

b. Passive Vocabulary (Receptive Vocabulary)

Receptive vocabulary refers to words that students do not have and cannot use in their speaking or writing, but whose meaning can be understood when they hear or read.

3. **Various of Vocabulary**

There are four parts are included in vocabulary:

a. **Noun**

Marsudi and Darsono (2010) explained that nouns are words that function as names for people, animals, places, or concepts (ideas). Nouns can also represent actions. In a sentence, nouns can serve as subjects, direct objects, indirect objects, complementary subjects, or adverbs.

1) Countable Noun

Countable noun are objects or things that can be counted in units with numbers. Usually, objects or things that are included in countable nouns are solid or tangible. Countable nouns have singular and plural forms. In the singular, countable nouns are usually preceded by "a" or "an".

Example: Car, Table, Aple

2) Uncountable Noun

Uncountable noun can be interpreted as a noun that cannot be counted. These nouns cannot be represented by numbers.
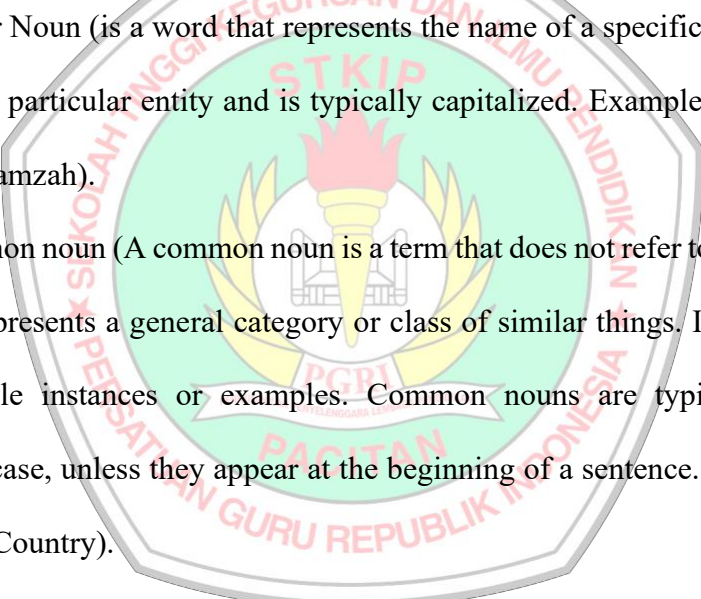
Example: Water, Sugar, Oil

3) Compound Noun

Compound noun is a noun that formed from a combination of two or more nouns, or they can also be formed from a combination of adjectives and nouns, or verbs and nouns that form new meanings.

Example: Car Park, Shopkeeper, Newspaper

4) Concrete Noun

Concrete noun is a noun that shows the name of any object that has certain characteristics and can be seen, touched, held and can be felt by our five senses.

a) Proper Noun (is a word that represents the name of a specific person, country, or any particular entity and is typically capitalized. Example: Jakarta, Zainab and Hamzah).

b) Common noun (A common noun is a term that does not refer to a specific entity but represents a general category or class of similar things. It is applicable to multiple instances or examples. Common nouns are typically written in lowercase, unless they appear at the beginning of a sentence. Example: Book, Man, Country).

c) Material noun (a word that denotes the matter, or substance of which thing are made. Example: Gold, Cotton, Wood).

d) Collective noun (a word signifies a group or collection of multiple elements considered as a single entity within a complete sentence. Example: Army, Navy. Congregation).

5) Abstract Noun

Abstract noun is a word thet denotes some quality, state, or action apart from any particular instances or material object. Example: Kindness, Pleasure, Choice.

b. Verbs

According to Marsudi and Darsono (2010), a verb is a word that subjects can utilize to construct sentences that convey actions. It serves as the fundamental element for indicating actions within a sentence.

1) Ordinary Verb: Ordinary verbs are the main verbs used in a sentence to explain what the subject is doing. These main verbs (ordinary verbs) can stand alone or can be clarified with auxiliary verbs.
Example: Write, Speak, Study

2) Auxiliary verb: a word that gives grammatical information that is not given by the main verb of a sentence.
Example: Will, Shall, Can

3) Linking Verb: a verb that function chiefly as a connection between subject and predicate complement.

   a) To Be: is, am, are, was, were, been.

   b) Ordinary Linking Verb: (turn, become, grow, get) means to be, (keep, stay, remain) means constant, (appear, seem, look) means visible, etc.

4) Action Verb: Action verbs or dynamic verbs are verbs to state that the subject is carrying out an action or to state that something is happening.

5) Stative Verb: Stative verbs are verbs that express feelings, situations, circumstances or conditions. Another word for the verb's mention of this

situation is an abstract verb. This verb is not used to express an action, but for conditions that don't change.

6) Regular Verb: are verbs that can change sequentially according to the existing tense and in accordance with the normal rules, namely adding the ending (-d) or (-ed) to the first form of the verb (verb 1), so that it can make the word form second verb (verb 2).

Example: Play, Arrive, Help.

7) Irregular Verb: verbs that have irregular forms and do not obey normal rules, the past form of irregular verbs is not formed from the base verb 1.

Example: Come, Meet, Run

8) Transitive Verb: verb that requires an object (noun/pronoun) as a complement.

Example: Read, Eat, Drink

9) Intransitive Verb: verbs that do not require an object as a complement and can be followed by an adjective, adverb, or prepositional phrase.

Example: Travel, Go, Sleep

c. **Adjective**

Marsudi and Darsono (2010) said that an adjective is a word that is employed to provide descriptions, identifications, or measurements of nouns.

1) Descriptive Adjective**:** used to describe the size, color or shape of a person, thing, animal or place. Which provides clearer and detailed information about an object it describes.

Example: Good, Bad, Clever

2) Demonstrative Adjective: is a word that shows what things is meant.

Example: This, That, These

3) Possessive Adjective: is the adjective used to show the possession.

Example: My, Your, Her

4) Distributive Adjective: is an adjective that describes one of the existing numbers, or it can also be interpreted that a distributive adjective is an adjective that explains whether the noun is various or separate.

Example: Each, Every, Either, Neither

5) Quantitative Adjective: is an adjective that shows how much something meant.

Example: Some, Any, No many

6) Interrogative Adjective: is adjective that used to ask question.

Example: Which, What, Whose

d. **Adverb**

According to Marsudi and Darsono (2010), adverbs are words that are frequently utilized to describe verbs, adjectives, or other adverbs.

1) Adverbs of Manner: adverbs that explain how something can be done or how certain things can happen.

Example: Quickly, Fluently, Comfortable

2) Adverbs of Frequency: is a word or phrase that expresses how often the activity is done by someone.

Example: Always, Usually, Often.

3) Adverbs of Degree: an adverb that we can use to tell someone about the level or intensity of something that is happening.

Example: Very, Enough,Too.

4) Adverbs of Time: is word used to describe the time when an event, action or work occurred.

Example: Today, Tomorrow, Yesterday.

5) Adverbs of Place: is a word that indicates where an event occurred.

Example: Here, There, Everywhere.

6) Interrogative Adverbs: are adverb that used in a question

Example: When, What, Where.

7) Relative Adverbs: used to join sentences or clauses. is one type of adverb that is used to connect two sentences into one sentence or to combine two clauses into one clause.

Example: When, Why.

8) Sentence Adverbs: is an adverbial phrase that is used to explain a whole sentence or a clause in a sentence. The adverb sentence is placed in front of the clause it describes and usually a comma is placed in between.

Example: Surely, Unfortunately.

4. Teaching Vocabulary

a. Definition of Teaching

Teaching is an activity that done by the teacher. Teaching is practice to transmit knowledge, skills, and values to students for the learning process (Huda, 2015). Teaching is the activity of delivering learning materials to students so they

can receive, respond to, master, and develop learning materials. Teaching is part of a series of complex activities or activities carried out by the teacher to convey knowledge to students, resulting in a learning process. The complex activity in question is to organize student learning activities, take advantage of the environment, both in class and outside the classroom, as well as provide stimulus, guidance, direction and encouragement to students. In modern education, the concept of teaching revolves around enabling students to learn and acquire not only knowledge and skills but also the desired values and ways of life in society. It involves a systematic and psychological arrangement of curriculum, learners, teachers, and other variables to effectively achieve specific learning objectives.

According to Nana Sudjana (2008) teaching is the act of effectively managing the learning environment, fostering growth, and motivating students to engage in the learning process. Subsequently, teaching involves providing guidance and support to students as they undertake the aforementioned learning process. According to Wardani (2015), the teaching of vocabulary plays a crucial role in English language instruction due to its connection to all aspects of language learning and its impact on language skills.

From the theories above it can be concluded that teaching is a process of conveying lessons by using adequate methods. Then, the teacher be able to manage the students, class, and the environment around students correctly. Teachers in teaching are also expected to grow the good student attitudes, character, and personality.

b. Teaching Method

The teaching method can be interpreted as a strategy used by teachers so that the learning process is carried out more effectively and efficiently to achieve educational goals easily. The origin of the word "method" is from the Greek "methods" which means a way. From this understanding, it can be said that teaching method is the planning models related to learning that are considered good, intact, and systemic so that learning can be carried out easily and implemented regularly.

According to Ramayulis (2010) the teaching method is the step used by the teacher in teaching students during the learning process. The teaching method has a role as a media to realize a good teaching and learning process. By employing this approach, it is expected that a range of student learning activities will flourish in conjunction with the teacher's instructional efforts. In essence, educational interactions are established between students and teachers. In this interactive process, the teacher assumes the role of a facilitator or guide, while the students take on the role of recipients or those being guided. This interactional dynamic thrives when students are more actively engaged than the teacher. Consequently, an effective teaching method is one that fosters student participation and encourages their proactive involvement in the learning process.

Ahmadi & Prasetya (2015) said that the teaching method refers to a set of techniques employed by the teacher to present subject matter to students in the classroom, both individually and in groups. The primary goal of these techniques is to ensure that students comprehend, assimilate, and effectively apply the subject matter to the best of their abilities.

5. CTL Method

a. Definition of CTL Method

According to Hasibuan (2015), Contextual Teaching and Learning is an instructional approach that aims to motivate students to apply their knowledge and academic skills in various contexts, both within and outside the school environment, to solve simulated and real-world problems. This learning method places emphasis on real-world knowledge and experiences, higher-order thinking, student-centeredness, active engagement, creativity, critical thinking, problem-solving, enjoyable learning experiences, and the utilization of diverse learning resources.

Wina Sanjaya (2014) supported the idea that Contextual Teaching and Learning (CTL) is an instructional approach that aims to close the gap between subject matter and students' real-world experiences. It encourages students to establish connections between their acquired knowledge and its practical application in their everyday lives. CTL incorporates seven key components to facilitate effective learning: constructivism, questioning, research, learning communities, modeling, reflection, and authentic assessment. By integrating these components, CTL empowers students to actively engage with the subject matter, deepen their understanding, and apply their learning in meaningful ways.

According to Kokom Komalasari (2010) Contextual Teaching and Learning (CTL) is an instructional approach that helps teachers establish meaningful connections between the subject matter they teach and the real-world experiences of their students. It encourages students to bridge the gap between the knowledge they acquire and its practical application in various aspects of their lives,

including as family members, citizens, and future workers. In essence, CTL can be seen as a teaching and learning method that integrates the lesson content with the surrounding environment of the students, enabling them to see the relevance and applicability of what they learn in their everyday lives.

CTL is a learning approach that pays more attention to the characteristics of students in the field of learning. The application of the CTL approach strives for students to learn well when what is learned relates to what is already known in the things that occur around them. CTL is the learning concept that assists teachers in linking the subject matter being taught to real-world situations experienced by students and encourages students to make connections between the knowledge they have and its application in everyday life.

Contextual learning emphasizes multi-aspects of the environment, which can be used as learning resources, so as to encourage educators to design learning environments. This can be obtained by combining as many learning experiences as possible, such as the social, cultural, physical and psychological environment in order to achieve learning goals.

The problem behind the CTL learning concept is that most students cannot relate what they have learned by utilizing the knowledge they have, even though the teaching and learning process can actually take place if students are able to process information and knowledge in such a way that this knowledge can be meaningful.

In order for the achievement to be more effective, it is necessary to pay attention to several design principles in CTL learning. These principles include

readiness and motivation, use of attention tools, active student participation, repetition and feedback.

b. Characteristic of CTL

According to Hasibuan (2015) CTL has the following characteristics:

1. Making meaningfull connections, students place themselves as active learners in developing individual interests, people who can work either independently or in groups, and people who can learn by doing.

2. Significant work, students make connections between schools and various contexts in their real life as business people and as members of society.

3. Self-regulated learning, students carry out significant activities: have goals, have affairs with other people, have to do with making choices, and have real products or results.

4. Collaborating, teachers and students collaborate effectively in groups, teachers help students understand how they influence each other and have good communication.

5. Critical and creative thinking, students can think to a higher, critical and creative level by analyzing, synthesizing, solving problems, making decisions and using logic and evidence.

c. CTL components

CTL 7 principles or components that underlie the implementation of the learning process:

1) Constructivism

Constructivism is the cornerstone of the CTL approach. In constructivism students' knowledge is constructed gradually and results are obtained through limited contexts. The knowledge obtained is not only a set of facts, concepts, or rules that are ready to be taken and remembered, but students must construct their own knowledge and then give meaning through real experience.

Muslich (2009) said that constructivism is a learning process that emphasizes the active, creative and productive development of one's own understanding based on previous knowledge and from meaningful learning experiences.

2) Inquiry

Inquiry is the most important part of learning that uses a contextual approach. The knowledge and skills acquired by students are obtained by self-discovery. Therefore, the learning process designed by the teacher must be in the form of activities that refer to finding activities. The learning steps begin with formulating the problem, observing, analyzing, and communicating.

Inquiry is an educational process rooted in exploration and discovery. It involves observing phenomena and engaging in meaningful activities that enable students to generate their own findings. The knowledge and skills acquired through inquiry are not simply memorized facts but are derived from the students' own discoveries and encounters with factual information (Muslich, 2009).

3) Questioning

Questioning is a fundamental strategy within the contextual approach to teaching and learning. It is regarded as an essential teacher activity that aims to stimulate, guide, and assess students' thinking abilities. By asking questions, teachers encourage students to think critically, reflect on their learning, and actively participate in the learning process.

As stated by Mulyasa (2009), there are six skills involved in asking questions during learning activities. These skills include formulating clear and concise questions, providing references, directing attention, managing turn-taking and question distribution, allowing time for thinking, and offering guidance. In the context of contextual teaching and learning (CTL), the role of the teacher goes beyond simply delivering information. The teacher plays a crucial role in guiding and influencing students to actively explore and discover knowledge on their own.

4) Learning community

Learning community is one of the techniques in the contextual approach. With this technique learning is obtained from collaboration with others. Learning outcomes are obtained through sharing between friends, between groups and between those who know and those who don't know. This activity will occur if no party is dominant in communication, neither party feels reluctant to ask questions and no party thinks they know best. Each party must feel that everyone else has different knowledge, experience or skills that need to be learned. Much knowledge and understanding of students is shaped by communication with others. Problems cannot be solved alone, but require the help of others.

Muslich (2009) stated the concept of a learning community in CTL suggesting that learning outcomes are obtained through collaboration between one student and another student.

5) Modeling

Modeling is a learning process by displaying models that students can see, feel and even imitate. In practice the teacher is not the only model. Teachers can bring models from other sources or from students who are capable.

Muslich (2009) said, in the contextual teaching and learning (CTL) approach, the concept of modeling emphasizes the importance of providing students with a model or example that they can imitate. By demonstrating specific skills and knowledge through modeling, students can grasp the concepts more efficiently compared to solely relying on verbal explanations or narratives. Models or examples serve as tangible and visual references, enabling students to observe and understand the desired outcome or process. This approach facilitates a more active and engaged learning experience for students.

6) Reflection

Reflection is a way of thinking about what we have done in the past. Reflection is a response to events, activities, or newly received knowledge. The purpose of this reflection activity is to see how far the previously built knowledge has settled in the minds of students. Therefore this reflection activity must always be done before the teacher ends the learning process for each meeting.

Reflection is indeed an integral part of the learning process within the Contextual Teaching and Learning (CTL) approach. It involves the act of revisiting

and organizing the experiences and learning events that have taken place. In CTL, at the conclusion of the learning process, teachers provide students with the opportunity to   reflect on or recall what they have learned (Sanjaya, 2006).

7) Authentic Assessment

Assessment is the process of collecting various data that can provide an overview of student learning development. This activity needs to be done by the teacher to find out and ensure that students have experienced the learning process correctly. And if from the results of this assessment it is known that students experience difficulties in mastering the competencies, then the teacher must immediately take appropriate action so that students can master the competencies that have been determined.

Muslich (2009) said that authentic assessment is a data collection process that can provide an overview or information about the development of student learning experiences.

6. Teaching Vocabulary by Using CTL

Vocabulary teaching is something that is not separate from the teaching of other skills. In relation vocabulary with other skills, vocabulary categorized into productive and receptive vocabulary. Productive vocabulary is the vocabulary used to convey ideas form of speech and writing while receptive vocabulary is vocabulary used in understanding writing and reading. In in the teaching, receptive and productive vocabulary should be acquired, stored, and applied in various contexts although this is a challenge for students so that they can understand the

new vocabulary and apply it according to context. Students often know new vocabulary, but unable to use it in multiple contexts

everyday life.

In Indonesia, intensive vocabulary teaching research, contextual, and communicative has not been done much. Therefore, the researcher intends to carry out further investigations apply the method of teaching contextual vocabulary or the so-called with CTL with seven basic principles in teaching such as inquiry, questions, constructivism, modelling, learning communities, authentic assessment, and reflection. With the application of this method, it is hoped that students can acquire vocabulary effectively.

According to Johnson (2010, p.14), who coined the term CTL, it is defined as a meaningful learning method that aims to establish connections between existing information, new experiences, and applicable teaching materials. The information obtained is linked to students' experiences and is intended to be applied in real-life contexts. In this context, students are not only seen as passive learners but also as active members of the community who are expected to apply their acquired knowledge to various aspects of their lives. The characteristics of CTL differ significantly from traditional teaching methods, particularly in the context of vocabulary instruction.

B. Previous Study

1. Kadek Wira Dana (2021), described process of implementing CTL method in learner's vocabulary acquisition and its correlation in improving learner's listening skill comprehension. This research is library research which the
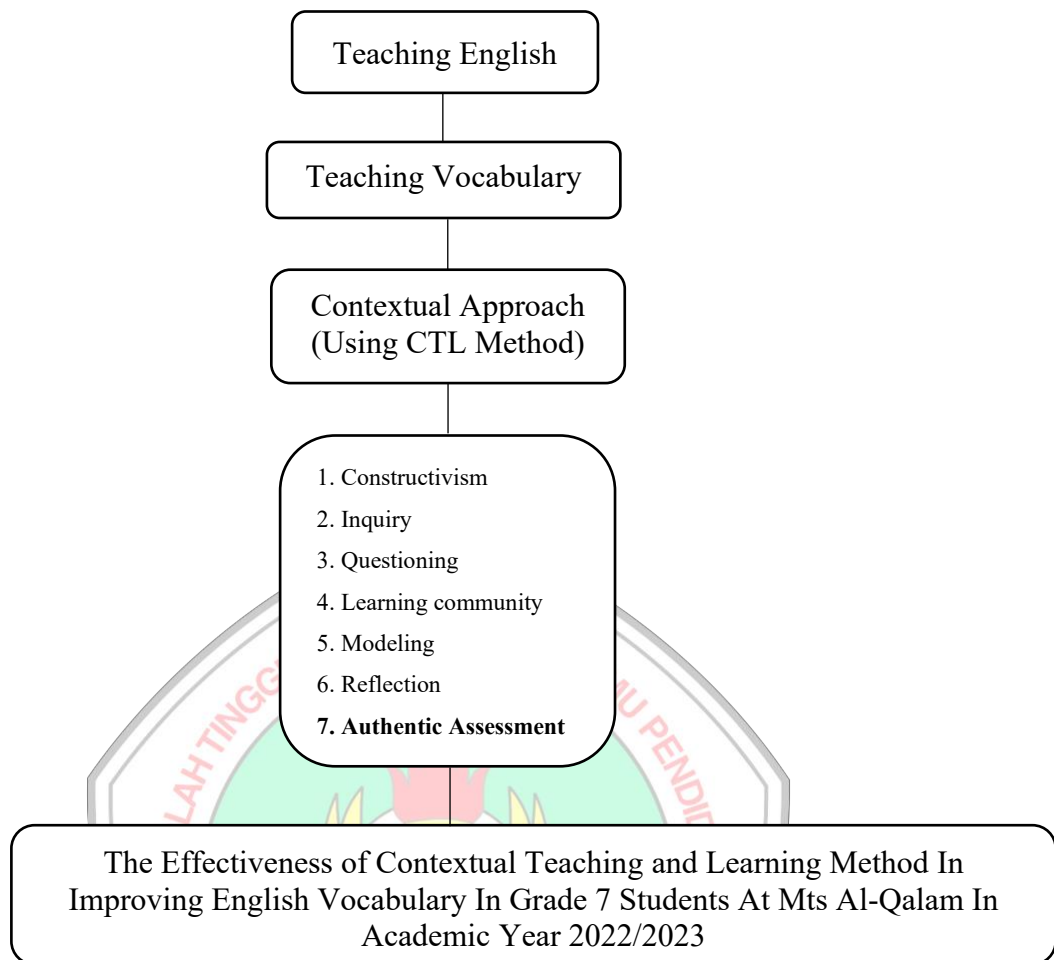
researcher collected data from experts' ideas retrieved from books and articles in reputable journals. CTL method was proven to help student in their vocabulary acquisition and their listening skill comprehension. The difference of this research with researcher's study is this research was library research while the researchers' study is CAR research.

2. Alfian (2019), described about the advantages and disadvantages of CTL method in teaching English at MAN 4 Jakarta. The use of Contextual Teaching and Learning at MAN 4 Jakarta has been applied well. The difference between this research and researcher's study is this research subject was senior high school student while the researchers' subject in this study is junior high school student.

3. Sitna Hawa Rajab, Ali Ajam and Asrul M.Syawal (2020), proved the effectiveness of CTL method in improving students' vocabulary. They find the significant difference before and after the teaching and learning process with CTL student. Student results show a higher increase than before using the CTL method. The difference of this research with researcher's study is this research place was in the formal school in general but the researcher's study is take place in bilingual based school.

4. Maudyna Rossa Pradita and Rizka Avitiana (2020), they modified the CTL learning process by playing letter games because the research was conducted at SDN 072 Sukasari Bandung. CTL learning with the game is proven to be able to increase student vocabulary and student motivation in learning English. The difference between this research and the researcher's study is this research

using game in its practice while the researcher's study practice is without using game.

5. Sartika Andi Patau (2022), has implemented CTL method in teaching vocabulary at elementary school, which at the basic stage must use the appropriate method or strategy. The application of CTL is proven to help students to memorize a lot of vocabulary. Students follow the flow of the learning process using the CTL method, namely constructivism, inquiry, asking, learning communities, modeling, reflection and authentic assessment. The test results obtained that the use of CTL effective in teaching vocabulary in fifth grade at SDN Gontara. The difference between this research and researcher's study is this research carried out in elementary school while the researcher study will be carried out in junior high school.

6. Ismail Manangkari (2018), described that the application of the CTL method can increase students' vocabulary and student learning interest. The application of the CTL method is also proven to be able to arouse students' learning motivation in seventh grade students of MTS Negeri 1 Banggai. This method gave the chance for students to be able to explore their own capacity by triggering the subject matter to their real life. The difference between this research and the researcher's study is this research held to find out students' interest in learning vocabulary with the CTL method while the researcher's study will be held to find out the effectiveness of CTL in teaching vocabulary to students.

C. Theoretical Framework

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│    Teaching English     │
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│   Teaching Vocabulary   │
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┌─────────────────────────┐
│   Contextual Approach   │
│   (Using CTL Method)    │
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┌─────────────────────────┐
│  1. Constructivism      │
│  2. Inquiry             │
│  3. Questioning         │
│  4. Learning community  │
│  5. Modeling            │
│  6. Reflection          │
│  7. Authentic Assessment│
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┌──────────────────────────────────────────────────┐
│  The Effectiveness of Contextual Teaching and     │
│  Learning Method In Improving English Vocabulary  │
│  In Grade 7 Students At Mts Al-Qalam In           │
│  Academic Year 2022/2023                          │
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Teaching vocabulary to students who want to learn English is the very first step, therefore to achieve better results from teaching English of course we need approaches, good methods and techniques that can create good synergies between educational components such as; policy makers, principals, teachers, students, and so on.

CTL is a suitable method because with its 7 components this method will be appropriate if used as a technique in learning vocabulary. Especially at MTs Al-Qalam which the school is bilingual based, students are required to speak English in their daily conversations. Teaching vocabulary with the right method and adequate mastery of student vocabulary will really help them speak English in everyday conversations.

D. Research Hypothesis

Based on the problem statement and theoretical descriptions provided in this research, the hypothesis suggests that the Contextual Teaching and Learning (CTL) method is suitable for vocabulary learning among grade 7 students at MTs AL-Qalam in the academic year 2022/2023. The hypothesis posits that through CTL, students will be able to effectively learn, memorize, and utilize the vocabulary they have acquired. It is expected that the implementation of CTL will enhance the students' mastery of vocabulary in grade 7 at MTs Al-Qalam.